

Attachment C How to Apply: National and State Title I Achieving Schools Award Program

Purpose

The purpose of the Title I Achieving Schools Award Program is to identify schools that are demonstrating success in ensuring that all children make significant progress toward meeting or exceeding state content standards.

Timeline

- | | |
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| • Statement of Intent to Apply due | January 8, 2003 |
| • Applications for National and State Title I Recognition due | January 20, 2003 |
| • Site visits for National and State Applicants scheduled | February, 2003 |
| • Notifications of Nomination for the Title I National and State Recognition Program mailed to LEAs | March 20, 2003 |
| • California Title I Achieving Schools Awards Conference at the San Diego Sheraton Hotel and Marina | May 12-14, 2003 |

For planning purposes, CDE is requesting that districts submit a Statement of **Intent to Apply** (see Application Page 3) for all schools interested in submitting an application. It is due by January 8, 2003 and may be faxed to (916) 319-0151 or sent by e-mail to HDeLane@cde.ca.gov, or mailed to the address below

All applications **must be received** (not postmarked) by the California Department of Education by 5:00 PM on **January 20, 2003** to be considered for the National and State Title I Achieving Schools Awards Program.

All applications should be mailed to: The California Department of Education
Title I Policy and Partnership Office
P.O. Box 944272
Sacramento, CA 94244-2720
Attention: Howie DeLane
FAX: (916) 319-0151

Application Process

There are three steps to apply for the National and State Title I Achieving Schools Award:

Step 1: Meet the Eligibility Criteria

This request for applications is being sent to all districts with schools with 100 or more valid test scores that meet all the eligibility criteria.

1. A 2002 API score of 675 or higher for schools with more than 100 valid test scores
2. A poverty indicator of at least 50 percent
3. A participation rate in the 2002 SAT 9 testing of at least 95% of K-8 students and 90% of 9-12 students
4. Achievement of the school's API growth targets in 2000, 2001 and 2002
5. Achievement of twice the schoolwide API growth target and twice the API growth target for social economically disadvantaged students for two out of the last three years.

Step 2: Submit Application

Part I-Responding to Selected Topics and School Narrative

The application must:

- ◆ Describe the work the school has done in the five general topic areas. Please refer to page 2 of the application packet.
- ◆ Include a one-page narrative describing the school. Please refer to Page 3 of the Application Packet.

Number of Copies: Please submit an original and two copies of the application materials.

Program Description: For the readers' benefit, we are limiting the program description to 12 double-spaced pages (size 8 ½ X 11). The size of the type must be 12 points. Top, bottom, left and right margins should be approximately 1 inch. Pages should be clearly numbered. (Nomination page, assurance page, one-page narrative, cover page, and table of contents are excluded from the page limitation.) Any additional material will be removed and not considered by the readers. During the review, emphasis will be placed on how well the description meets the criteria enumerated in the rubric (Appendix) and not on the length of the document.

One page narrative: A one-page narrative describing the school is required. It should include information about student achievement, poverty, demographics, and noteworthy information (e.g., key program features and the kinds of activities in which the students are involved that have influenced student achievement). Descriptions should also include information about other aspects of the school that has influenced the overall program. Be sure to include school name, address, contact name, and phone. The narrative may be single spaced. However, a 12-point font size should be used. Please refer to page 3 of the application packet.

Part II—Submission of Required Forms

- ◆ Schools must have the district complete the Nomination Form.
- ◆ Schools and districts must sign the assurances form.

Step 3: Participate in a site visit

Applications that score well on a four-point rubric will be considered candidates for the National and State Award and will be scheduled for a site visit in February and, when necessary, early March. The visit is to verify the content of the application. A two- to- three person team will visit the school for a full day. The largest portion of the day will be spent visiting classrooms, although, informal conversations with teachers, parents, and students will also be scheduled.

2003 National and State Title I Achieving Schools Awards Application Packet

Topics Schools Must Address

Schools must respond to the topics below. Although, the total application is limited to 12 double spaced pages, there is no page limit for each individual topic.

Please respond to the following topics:

I. ATTRIBUTES OF PROGRAM:

1. Opportunity for All Students to Meet Proficient and Advanced Levels of Performance

Describe the effort at the school to provide all students an opportunity to meet and/or exceed state content standards through: a) curriculum, b) instruction c) student assessment, and d) intervention strategies for students achieving below grade level.

2. Professional Development

Describe how professional development activities are selected, implemented, and supported in the classroom to ensure that instructional staff is able to assist all students to meet or exceed state content standards in English language arts and mathematics. Be sure to include activities for teachers, paraprofessionals, parents and others.

3. Coordination With Other Programs

Describe how academic and learning support services for specially funded students are coordinated to assure that there is a coherent program and students receive all assistance based on their individually assessed needs.

4. Response to Individual Needs of Students

Describe the various approaches the school has implemented to respond to the academic, cultural, social and linguistic strengths and individual needs of the students served.

5. Partnerships Among Schools, Parents, and Communities

Describe the various strategies the school has implemented to engage parents and community members in developing shared responsibilities of home, school, and community for children's learning and development, and, develop parents' understanding regarding state content standards their children are expected to attain, understanding their children's current achievement level related to the standards, and ways they, as parents, can support their children's attainment of the state content standards both at home and at school.

II. Narrative: Student Achievement And Program Assessment

(a) Student Achievement

Describe how student achievement data have been used to implement specific changes in the school's curriculum, instructional practices, classroom assessment, and personnel assignment. Provide specific examples of how these changes contributed to improved student achievement.

(b) Program Assessment

1. What are the school's strengths?
2. What are the school's areas for improvement?
3. What steps are being taken to strengthen these areas?
4. What percentage of students is at or over the state defined level of proficiency in reading and mathematics? Report each percentage separately?

| Name of District | Anticipates that approximately | Number |
|--|--------------------------------|--------|
| of schools will apply for the 2003 National and State Achieving Schools Award. | | |

E-Mail _____

| | |
|-------------|------------------|
| School Name | Principal's Name |
|-------------|------------------|

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National and State Title I Achievement School Recognition Program*
Nomination Form
2003

Name of School (to be printed on certificate)

Grades Served

Street Address

City and State

Zip code

() _____
School's Telephone Number

() _____
School's Fax Number

Contact's E-mail Address

School's Website

Principal's Name

Name of Local Educational Agency

Address

City, State and Zip Code

Telephone Number

I have reviewed the information and evaluation data presented on this form and, to the best of my knowledge, they are accurate.

Miss Ms. Mrs. Mr. Dr. (Circle one)

(Name of the Local Title I Coordinator or/and official preparing this nomination)

Title

Signature

Date

Telephone Number

* This recognition is open to NCLB Title I elementary, middle grades, and high schools that are either targeted assistance schools or schoolwide program schools.

Assurances for the National And State Title I Achieving Schools Program

The Office for Civil Rights (OCR) has not issued a letter of findings to the school district concluding that the school has violated one or more of the civil rights statutes or that there is a districtwide violation that may affect the school, and the school district has not remedied the violation(s) with a corrective action.

The nominated school is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a districtwide compliance review.

The Department of Justice does not have a pending suit against the district alleging that the nominated school, or the district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clauses.

The Department of Justice does not have a pending suit alleging that the nominated school, or district as a whole, has fraudulently used Department (or other government) funds.

There are no findings or violations of the Individuals with Disabilities Education Act in a U.S. monitoring report that apply to the school (or school district, as applicable) in question, and if there are such findings, the school and/or district has corrected, or agreed to correct the problem. Applicants are reminded of their obligation under section 504 of the Rehabilitation Act to ensure that their proposed program(s) "is accessible to persons with disabilities."

The nominated school does not have outstanding complaints and/or non-complaint items on the latest Coordinated Compliance Review.

Name of Nominated School

Name of Principal

Signature

Date

Name of Local Education Agency

Name of District Superintendent

Signature

Date

National And State Achieving Schools Application Rubric for Rating the 2002 Awards

1 Opportunity for all Students to Meet Proficient and Advanced Levels of Performance

Describe the effort at your school to provide all students an opportunity to meet and/or exceed state content standards through: a) curriculum, b) instruction, c) student assessment, and d) intervention strategies for students achieving below grade level.

| Level 4 Significant Evidence | Level 3 Substantial Evidence | Level 2 Adequate Evidence | Level 1 Limited Evidence |
|---|--|--|--|
| <ul style="list-style-type: none"> • The description provides significant evidence that a standards-based curriculum is provided to all students. • The description provides significant evidence that multiple strategies are utilized in classroom instruction to address the learning styles of all students with an acknowledgment of cultural differences. • The description provides significant evidence that appropriate interventions for students achieving below grade level are provided (e.g., moderate intervention for students achieving below grade level and intensive interventions for students achieving significantly below grade level). • Public criteria for evaluating student work have been developed, are directly linked to standards, and are clearly communicated to students and parents. • The description provides significant evidence, using specific examples, that all students (e.g., Title I, EL) have multiple opportunities and ways to demonstrate achievement | <ul style="list-style-type: none"> • The description provides substantial evidence that a standards-based curriculum is provided to most student groups. • The description provides substantial evidence that multiple strategies are utilized in classroom instruction to address the learning styles of most students with an acknowledgment of cultural differences. • The description provides substantial evidence that appropriate interventions for students achieving below grade level are provided (e.g., moderate intervention for students achieving below grade level and intensive interventions for students achieving significantly below grade level). • Public criteria for evaluating student work have been developed, are linked to standards, and are communicated to students. • The description provides substantial evidence, using general examples, that most students have multiple opportunities and ways to demonstrate achievement of the standards. | <ul style="list-style-type: none"> • The description provides adequate evidence that standards-based curriculum is provided to a majority of student groups. • The description provides adequate evidence that the school is making an effort to incorporate multiple strategies into classroom instruction to address the learning styles of students with some acknowledgment of cultural differences. • The description provides adequate evidence that the school is making an effort to provide intervention strategies to students achieving significantly below grade level. Interventions may be limited and may not provide all students with appropriate interventions. • Public criteria for evaluating student work are currently being developed. • The description provides adequate evidence that students have some opportunities and ways, beyond the traditional classroom tests and SAT 9 tests to demonstrate achievement of the standards. | <ul style="list-style-type: none"> • The description provides limited evidence that a standards-based curriculum is provided to students. • The description provides limited evidence that multiple strategies are utilized in classroom instruction to address the learning styles of students with an acknowledgment of cultural differences. • The description provides limited evidence that interventions for students achieving below grade level are provided. • There are no formal public criteria in place for evaluating student work. • The description provides limited evidence that students have opportunities beyond traditional classroom and SAT 9 tests to demonstrate achievement of the standards. • The description provides limited evidence that students are engaged in producing work that requires high-level thinking skills. |

| Level 4 Significant Evidence | Level 3 Substantial Evidence | Level 2 Adequate Evidence | Level 1 Limited Evidence |
|--|---|--|---|
| <p>of the standards.</p> <ul style="list-style-type: none"> • The description provides significant evidence, using specific examples, that all students are routinely engaged in work that requires high-level thinking skills. • The description provides significant evidence that scientific research is the basis for instructional strategies that are provided to meet the needs of low achieving children who are at risk of not meeting state content standards. • The description provides significant evidence that all students are provided the district's core curriculum through district supported instructional delivery system. • The description provides significant evidence that all students are provided supplemental program services for which they are eligible. | <ul style="list-style-type: none"> • provides substantial evidence, using general examples, that most students are routinely engaged in producing work that requires high-level thinking skills. • The description provides substantial evidence that scientific research is the basis for instructional strategies that are provided to meet the needs of low achieving children who are at risk of not meeting state content standards. • The description provides substantial evidence that all students are provided the district's core curriculum through district supported instructional delivery system. • The description provides substantial evidence that all students are provided supplemental program services for which they are eligible. | <ul style="list-style-type: none"> • The description provides adequate evidence that suggests students are sporadically engaged in work that requires high-level thinking skills. • The description provides adequate evidence that scientific research is the basis for instructional strategies that are provided to meet the needs of low achieving children who are at risk of not meeting state content standards. • The description provides adequate evidence that all students are provided the district's core curriculum through district supported instructional delivery system • The description provides adequate evidence that all students are provided supplemental program services for which they are eligible. | <ul style="list-style-type: none"> • The description provides limited evidence that scientific research is the basis for instructional strategies that are provided to meet the needs of low achieving children who are at risk of not meeting state content standards. • The description provides limited evidence that all students are provided the district's core curriculum through district supported instructional delivery system • The description provides limited evidence that all students are provided supplemental program services for which they are eligible. |

2. Professional Development

Describe how professional development activities are selected, implemented, and supported in the classroom to ensure that instructional staff is able to assist all students meet or exceed state content standards. Be sure to include activities for teachers, paraprofessionals, **parents and others**.

| Level 4 Significant Evidence | Level 3 Substantial Evidence | Level 2 Adequate Evidence | Level 1 Limited Evidence |
|---|--|---|---|
| <ul style="list-style-type: none"> The description provides significant evidence that professional development (PD) for teachers & paraprofessionals is selected to address specific areas of need based on analysis of student achievement data and identified teacher need. The description provides significant evidence, using specific examples, that a formal structure is in place that provides teachers with ongoing classroom-level support to incorporate research-based instructional strategies into their daily classroom activities, and refine existing approaches through mentoring, coaching, ongoing opportunities to share strong instructional practices with peers, etc. The description provides significant evidence, using specific examples, that PD is provided to parents and community members that supports and encourages their participation in helping students meet or exceed the standards. Significant time and resources are provided for selecting, implementing, and supporting PD activities. | <ul style="list-style-type: none"> The description provides substantial evidence that professional development (PD) for teachers and paraprofessionals is selected to address areas of student need based on student achievement data and identified teacher need. The description provides substantial evidence, using examples, that a structure is in place that provides teachers with ongoing classroom-level support to incorporate research-based instructional strategies into their daily classroom activities, and refine existing approaches through mentoring, coaching, opportunities to share strong instructional practices with peers, etc. The description provides substantial evidence, using examples, PD is provided to parents and community members that support their participation in helping students meet the standards. Substantial time and resources are provided for selecting, implementing, and supporting PD activities. | <ul style="list-style-type: none"> The description provides adequate evidence that professional development (PD) for teachers & paraprofessionals is selected to address perceived problems without the use of student achievement data and/or identified teacher need. The description provides adequate evidence that the school and staff are making an effort to encourage and provide teachers with support to incorporate research-based instructional strategies into their daily classroom activities, and refine existing approaches. However, support systems are in development rather than implemented There is adequate evidence that the school is making an effort to provide parents and community members with PD that assists them in their participation in helping students meet the standards. Time and resources are provided for PD; however, there is evidence that the PD is fragmented. | <ul style="list-style-type: none"> The description provides limited evidence that professional development (PD) for teachers and paraprofessionals is based on individual interest and is not linked to students' needs. There is limited evidence that teachers are provided with ongoing support to incorporate research-based instructional strategies into their daily classroom activities, and refine existing approaches. There is limited evidence that the school is providing parents and community members with PD that assists them in their participation in helping students meet the standards. Limited time and/or resources are provided for PD. |

3. Coordination With Other Programs

Describe how academic and learning support services for specially funded students are coordinated to assure that there is a coherent program and students receive all assistance based on their individually assessed needs.

| Level 4 Significant Evidence | Level 3 Substantial Evidence | Level 2 Adequate Evidence | Level 1 Limited Evidence |
|--|--|---|---|
| <ul style="list-style-type: none"> • The description provides significant evidence using specific examples that academic and learning support services are coordinated and coherent. • The description provides significant evidence using specific examples that academic and learning support services are offered to parents and community members based on their identified needs. • The description provides significant evidence that specially funded students receive the services that address their specific needs. | <ul style="list-style-type: none"> • The description provides substantial evidence using examples, that academic and learning support services for specially funded students are coordinated and coherent. • The description provides substantial evidence using specific examples that academic and learning support services are offered to parents and community members based on their identified needs. • The description provides substantial evidence using specific examples that specially funded students receive the services that address their specific needs. | <ul style="list-style-type: none"> • The description provides adequate evidence, mostly through generalization, that the school has attempted to provide coordinated and coherent academic and learning support services for specially funded students. • The description provides adequate evidence that academic and learning support services are offered to parents and community members based on their identified needs. • The description provides adequate evidence that the school is attempting to meet the specific needs of specially funded students. | <ul style="list-style-type: none"> • The description provides limited evidence that the school is providing • Coordinated and coherent academic and learning support services for specially funded students • The description provides limited or no evidence that academic and learning support services are offered to parents and community members based on their identified needs. • The description provides limited evidence that the school is meeting the specific needs of specially funded students. |

4. Response to Individual Needs of Students

Describe the various approaches the school has implemented to respond to the academic, cultural, social and linguistic strengths and individual needs of the students served.

| Level 4 Significant Evidence | Level 3 Substantial Evidence | Level 2 Adequate Evidence | Level 1 Limited Evidence |
|---|--|--|--|
| <ul style="list-style-type: none"> • The description provides significant evidence that the cultural diversity of students and families is valued through the curriculum, school-community activities, curriculum enhancements, library materials, etc. • The description provides significant evidence that the school regularly provides opportunities for students, parents, and community members to promote and participate in activities that provide cross-cultural understanding. • The description provides significant evidence that the school provides students, parents and community members with multiple opportunities to engage in social/academic activities (e.g., math nights, family reading nights) • The description provides significant evidence that students are offered a variety of after school academic and social enrichment programs to enhance student learning (e.g. computer clubs, cultural dance clubs, Odyssey of the Mind) • The description provides significant evidence that the school provides English learners with comprehensive grade-level academic instruction. The school implements an organized instructional program that includes primary language instruction/support, SDAIE, sheltered instruction, or a combination of these approaches. | <ul style="list-style-type: none"> • The description provides substantial evidence that the cultural diversity of students and families is valued through the curriculum, school-community activities, curriculum enhancements, library materials, etc. • The description provides substantial evidence that the school provides opportunities for students, parents, and community members to participate in activities that provide cross-cultural understanding. • The description provides substantial evidence that the school provides students, parents, and community members with multiple opportunities to engage in social/academic activities (e.g., math nights, family reading nights) • The description provides substantial evidence students are offered after school academic and social enrichment programs to enhance student learning (e.g. computer clubs, cultural dance clubs, Odyssey of the Mind) • The description provides substantial evidence that the school provides English learners with comprehensive grade-level academic instruction. The school implements an organized instructional program that includes primary language instruction/support, SDAIE, sheltered instruction, or a combination of these approaches. | <ul style="list-style-type: none"> • The description provides adequate evidence that the cultural diversity of students and families is valued through the curriculum, school-community activities, curriculum enhancements, library materials, etc. • The description provides adequate evidence that the school provides occasional opportunities for students, parents, and community members to participate in activities that provide cross-cultural understanding. • The description provides adequate evidence that the school provides students, parents and community members with occasional opportunities to engage in social/academic activities (e.g., math nights, family reading nights) • The description provides adequate evidence that students are offered after school academic or social enrichment programs to enhance student learning (e.g., homework clubs, computer clubs, cultural dance clubs) • The description provides evidence that the school provides English learners with grade-level academic instruction. The school implements an instructional program that includes primary language instruction/support, SDAIE, sheltered instruction, or a combination of these approaches. | <ul style="list-style-type: none"> • The description provides limited evidence that the cultural diversity of students and families is valued through the curriculum, school-community activities, curriculum enhancements, library materials, etc. • The description provides limited evidence that the school provides opportunities for students, parents, and community members to participate in activities that provide cross-cultural understanding. • The description provides limited evidence that the school provides students, and parents with a few opportunities to engage in social/academic activities (e.g., math nights, family reading nights) • The description provides limited evidence that students are offered after school academic or cultural enrichment programs to enhance student learning (e.g., homework clubs, computer clubs, cultural dance clubs) • The description provides limited evidence that the school provides English learners with grade-level academic instruction. The school implements an instructional program that includes primary language instruction/support. |

5. Partnerships Among Schools, Parents, and Communities

Describe the various strategies the school has implemented to engage parents and community members in developing shared responsibilities of home, school, and community for children's learning and development, and develop parent's understanding regarding state content standards their children are expected to attain, understanding their children's current achievement level related to the standards, and ways they, as parents, can support their children's attainment of the standards both at home and at school.

| Level 4 Significant Evidence | Level 3 Substantial Evidence | Level 2 Adequate Evidence | Level 1 Limited Evidence |
|--|---|--|--|
| <ul style="list-style-type: none"> • The description provides significant evidence that a variety of strategies are used to assist parents and community members in the understanding of the state content standards. • The description provides significant evidence that a comprehensive two-way communication system is in place to regularly inform all parents and family members (e.g., those who do not speak English well, do not read well, or need large type) of their children's progress toward attaining the standards. • The description provides significant evidence that parents are provided multiple opportunities to learn strategies to support and extend the school's instructional program (e.g., workshops on homework assistance strategies, strategies on how to work with children in content areas, etc.). • The description provides significant evidence that parents are provided with a variety of options for supporting classroom instruction (e.g. rolling readers, parents as speakers, assisting in the classroom, library or technology center, etc.). | <ul style="list-style-type: none"> • The description provides substantial evidence that strategies are used to assist parents and community members in the understanding of the state content standards. • The description provides substantial evidence that a two-way communication system is in place to regularly inform all parents and family members (e.g., those who do not speak English well, do not read well, or need large type) of their children's progress toward attaining the standards. • The description provides substantial evidence that parents are provided opportunities to learn strategies to support and extend the school's instructional program (e.g., workshops on homework assistance strategies, strategies on how to work with children in content areas, etc.). • The description provides substantial evidence that parents are provided with options for supporting classroom instruction (e.g. rolling readers, parents as speakers, assisting in the classroom, library or technology center, etc.). | <ul style="list-style-type: none"> • The description provides adequate evidence that the school makes an effort to assist parents and community members in the understanding of the state content standards. • The description provides adequate evidence that the school regularly communicates with parents to inform them (e.g., those who do not speak English well) of their children's progress toward attaining the standards. • The description provides adequate evidence that parents are provided opportunities to learn strategies to support the school's instructional program (e.g. workshops on homework assistance strategies, etc.). • The description provides adequate evidence that parents are provided opportunities to support the classroom teacher (e.g. duplicating materials, decorating the room, assisting with special events, etc.). | <ul style="list-style-type: none"> • The description provides limited evidence that the school makes an effort to assist parents and community members in the understanding of the state content standards. • The description provides limited evidence that the school regularly communicates with parents to inform them of their children's progress toward attaining the standards. • The description provides limited evidence that parents are provided opportunities to learn strategies to support the school's instructional program (e.g. workshops on homework assistance strategies, etc.). • The description provides limited evidence that parents are provided opportunities to support the classroom teacher (e.g. duplicating materials, decorating the room, assisting with special events, etc.). |

II. Effectiveness and Achievement

Use of Student Achievement Data

Describe how student achievement data were used to implement specific changes in the school's curriculum, instructional practices, classroom assessment, and personnel assignments. Provide specific examples of how these changes contributed to improved student learning.

| Level 4 Significant Evidence | Level 3 Substantial Evidence | Level 2 Adequate Evidence | Level 1 Limited Evidence |
|--|---|--|---|
| <ul style="list-style-type: none"> The description provides significant evidence, using specific examples that an analysis of data was used to implement, monitor, and make changes to curriculum, instructional materials, instructional practices, classroom assessments, and personnel. The description provides significant evidence, using specific examples, that teachers regularly use achievement data (SAT 9, classroom assessments, district standards-based assessments) to refine existing instructional strategies and to incorporate new instructional strategies into their daily classroom instruction. The description provides significant evidence, using data and specific examples, that the changes made at the school directly and positively impacted student achievement. | <ul style="list-style-type: none"> The description provides substantial evidence, using general examples, that an analysis of data was used to monitor and make changes to curriculum, instructional materials, instructional practices, classroom assessments, and personnel. The description provides substantial evidence, using general examples, that teachers regularly use achievement data (SAT 9, classroom assessments, district standards-based assessments) to refine existing instructional strategies and to incorporate new instructional strategies into their daily classroom instruction. The description provides substantial evidence, using data and general examples, that the changes made at the school positively impacted student achievement. | <ul style="list-style-type: none"> The description provides adequate evidence, mostly through generalization, that an analysis of data was used to monitor and make some or selected changes to curriculum, instructional materials, instructional practices, classroom assessments, and/or personnel. The description provides adequate evidence that teachers occasionally use achievement data (SAT 9, classroom assessments, district standards-based assessments) to refine some existing instructional strategies and to incorporate new instructional strategies into their daily classroom instruction. The description provides adequate evidence that the changes made at the school had some positive impact on student achievement. | <ul style="list-style-type: none"> The description provides limited evidence that the analysis of data was used to monitor and make changes to curriculum, instructional materials, instructional practices, classroom assessments, and/or personnel. The description provides limited evidence that teachers use achievement data (SAT 9, classroom assessments, district standards-based assessments) to refine a few existing instructional strategies and to incorporate new instructional strategies into their daily classroom instruction. The description provides limited evidence that changes made at the school had some positive impact on increased student achievement. |